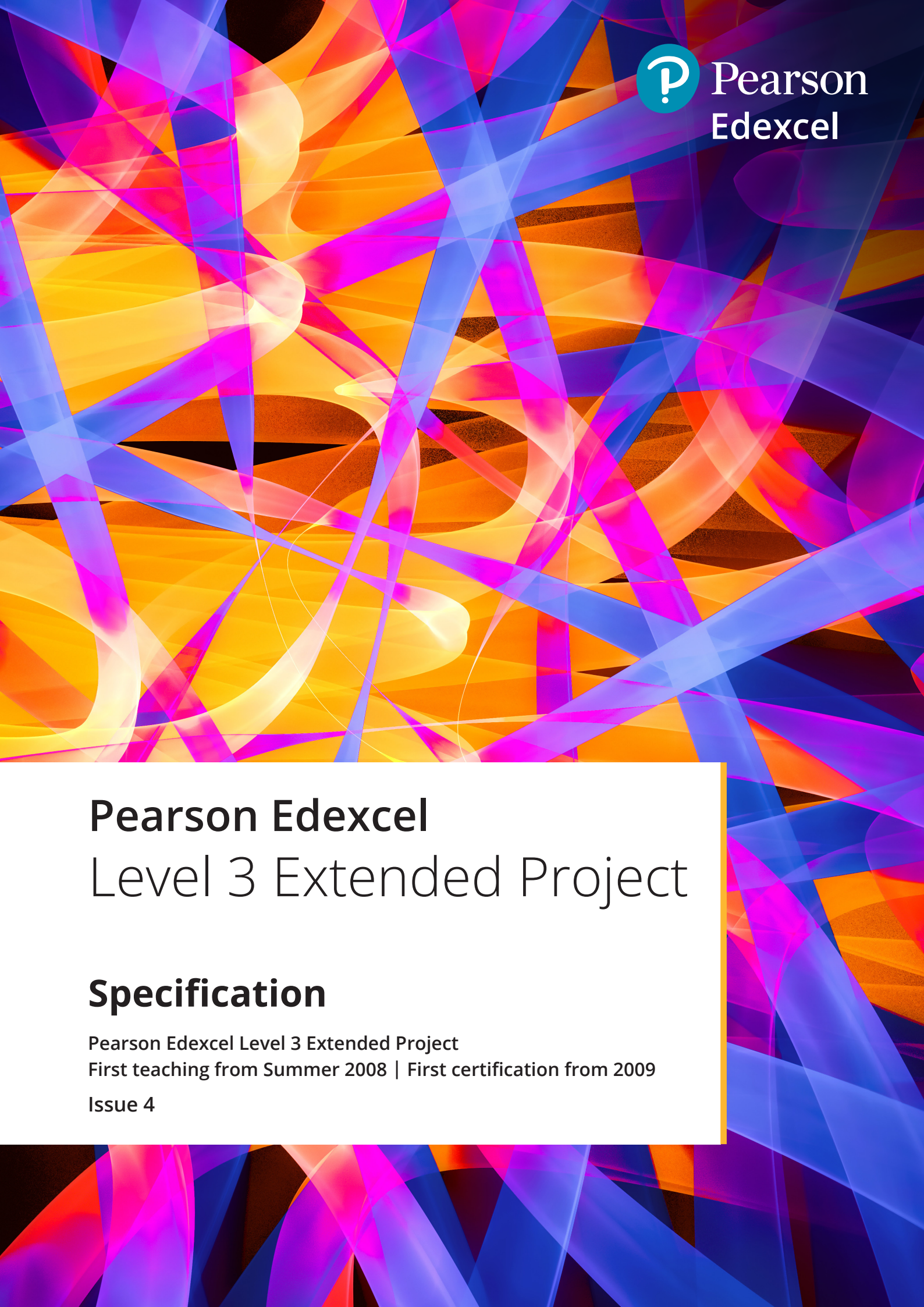


Pearson Edexcel
Level 3 Extended Project

Specification

Pearson Edexcel Level 3 Extended Project
First teaching from Summer 2008 | First certification from 2009

Issue 4

About Pearson

We are the world's leading learning company operating in countries all around the world. We provide content, assessment and digital services to learners, educational institutions, employers, governments and other partners globally. We are committed to helping equip learners with the skills they need to enhance their employability prospects and to succeed in the changing world of work. We believe that wherever learning flourishes so do people.

References to third party materials made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Materials may include textbooks, journals, magazines and other publications and websites.)

All information in this specification is correct at time of publication.

ISBN 978 1 446 96186 5

All the material in this publication is copyright
© Pearson Education Limited 2023

Pearson Edexcel Level 3 Extended Project – **© Reimar/Shutterstock**

Summary of Pearson Edexcel Level 3 Extended Project Qualification specification Issue 4 changes

Summary of changes made between previous issue and this current issue
There have been no changes to the content of this qualification
This new issue of the specification has minimal changes to the order of the content, updates to formatting and corrections to typos
This document has been reformatted to focus on the core content of the qualification. Unit specific guidance for Unit 1 - Dissertation, Unit 2 - Investigation/Field Study, Unit 3 – Performance and Unit 4 Artefact, has been moved to separate guidance documents

Contents

Pearson Edexcel Level 3 Extended Project 1

Key features of the Level 3 Extended Project 1

Structure of the qualification 3

Unit structure 4

Prior learning and progression 5

Programme planning 5

What learners are required to do 6

Choosing an appropriate project 7

Project types 7

Assessment 8

Assessment objectives and weightings 8

Using the marking grid 9

Learning outcomes 1 and 4 10

Learning outcome 2 10

Learning outcome 3 11

The presentation 12

Assessing the presentation 13

Evidence for assessment 13

Observation records 14

Guidance for tutor-assessors and one-to-one support 14

The role of the tutor-assessor 15

Checking the project proposal 15

Milestones and interim feedback 16

Authentication of a project 16

Helping learners to use resources correctly and avoid plagiarism 16

Submission and assessment procedures 17

Additional information **17**

Language of assessment 17

Learner recruitment 17

Access arrangements and special requirements 17

Security and backups 18

Malpractice **19**

Candidate malpractice 19

Staff/centre malpractice 19

Malpractice, sanctions and appeals 20

Use of AI and referencing 21

List of annexes **23**

Annexe A: Codes 25

Annexe E: Summary of processes 26

Annexe F: Grade descriptions 27

Pearson Edexcel Level 3 Extended Project

The Pearson Edexcel Level 3 Extended Project allows learners to study a topic area which extends their learning in their area of study, as a standalone qualification. Learners select one of the four units, which may be completed over one or two years. They should select a project topic which expands their learning in their field of study, in a related area, or that is relevant to their own personal interests. Learners will be assessed on their ability to plan, manage, complete and review their project and are assessed by a tutor-assessor from within the centre and externally moderated by Pearson.

Key features of the Level 3 Extended Project

This qualification will enable learners to:

- have significant input to the choice and design of their project
- take responsibility for an individual task or a defined task within a group project
- develop and improve their own learning and performance as critical, reflective and independent learners
- develop and apply decision making and, where appropriate, problem solving skills
- extend their planning, research, critical thinking, analysis, synthesis, evaluation and presentation skills
- where appropriate, develop as e-confident learners and apply relevant technologies in their studies
- develop and apply skills, creatively demonstrating initiative and enterprise
- transfer skills developed as part of their project to other areas of study
- use their learning experiences to support their personal aspirations for further education and/or career development.

The Extended Project must:

- be of sufficient breadth and depth to enable learners to address the broad aims listed above
- develop and extend from one or more of the learner's study areas and/or an area of personal interest or activity outside their main programme of study
- be based on a topic chosen by the learner and agreed as appropriate by the centre
- be based on a topic that has the potential to provide the learner with opportunities to meet all of the assessment objectives
- require 120 guided learning hours

During the course of completing their Extended Project, learners must demonstrate their knowledge and understanding of:

- the key concepts and principles underlying their studies or areas of interest
- connections, links and complexities, where appropriate, between different areas of study and/or different areas of interest

During the course of completing their project, learners must also be provided with opportunities to apply and develop Personal, Learning and Thinking Skills (PLTS), functional skills, key skills and any further specialist technical skills that are relevant to the chosen topic.

Structure of the qualification

The qualification consists of four units, one of which should be selected. All are equally weighted. All units are internally assessed. Learners must **not** select more than one unit.

Pearson Edexcel Level 3 Extended Project			
Unit	**Optional units (one must be selected)**	**GLH**	**Level**
1	Dissertation	120	3
2	Investigation/Field Study	120	3
3	Performance	120	3
4	Artefact	120	3

The specification contains core content for the Level 3 Extended Project Qualification. You can find unit specific guidance on how the content applies to the 4 different unit pathways on the Edexcel website or by using the links below:

- Unit 1 Guidance – Dissertation
- Unit 2 Guidance – Investigation/Field Study
- Unit 3 Guidance – Performance
- Unit 4 Guidance – Artefact

Unit structure

The unit format is designed to give guidance on the requirements of the qualification for learners, tutor-assessors and those responsible for quality assurance.

Each unit has the following sections.

Unit title

Introduction

This section provides an overview of the content of the unit.

Learning outcomes

Learning outcomes state exactly what a learner should 'know', 'understand' or 'be able to do' as a result of completing the unit.

Unit summary

This gives a summary of what the learners need to do in order to demonstrate that they have met the learning outcomes.

Unit content

The unit content gives centres the substance to devise and plan the programme of learning needed for the learning outcomes to be successfully achieved.

Marking grid

The marking grid contains statements about learner performance at three bands for each assessment objective, and how marks may be allocated against performance at each band. It is important to note that performance at each successive mark band refers to a qualitative improvement in the learner's evidence, not a quantitative one.

Prior learning and progression

There is no requirement for prior learning. This qualification supports progression into further education, training or employment by developing skills in key areas such as planning, research, project management and self-reflection.

Programme planning

The course consists of **120** guided learning hours, including a taught element. 'Guided learning hours' is a notional measure of the substance of a unit. It includes an estimate of time that might be allocated to direct teaching, instruction and assessment, together with other structured learning time such as directed assignments or supported individual study. It excludes learner-initiated private study. Centres are advised to consider this definition when planning the programme of study associated with this specification. Pearson recommends about **40** guided learning hours for the taught element.

Centres should consider the best way to deliver the taught element according to the needs of the learners. Possible delivery methods include whole-class teaching, small-group teaching, or e-learning. Deliverers could be tutor-assessors, appropriate members of the community or representatives from relevant employment sectors.

The taught element should be taught in the way(s) most appropriate to the learners and the centre. Some suggestions include:

- a block of lessons at the start of the course
- lessons throughout the course
- small-group teaching, focusing on relevant aspects
- incorporation into lessons for other subjects, for example a science project delivered through GCE Biology lessons
- teaching of, or seminars on, project management and/or subject specific skills delivered by external experts.

The taught element should include the development of:

- research skills
- project management skills
- writing, investigative, field study, performance or production skills, as appropriate
- presentation skills.

What learners are required to do

Learners are required to:

- select a topic/area of interest for an in-depth study that provides opportunities to develop skills, knowledge and understanding, and to negotiate with their tutor-assessor the scope of that project
- select a topic that is agreed by the centre and, if appropriate, an employer
- identify and draft an objective(s) for their project (eg in the form of a question, hypothesis, problem, challenge, outline of proposed performance, issue to be investigated or commission for a client) and provide a rationale for their choice
- produce a plan for how they will deliver their intended outcome
- conduct research as required by the project brief, using appropriate techniques
- develop the intended outcome using selected tools and techniques safely, demonstrating the ability to pursue an extended project through to completion
- share the outcome of the project, including an evaluation of the outcome and their own learning and performance with another or others, using appropriate communication methods.

The Extended Project must enable learners to:

- make a significant contribution to the choice and design of project, and take responsibility either for an individual task or for a defined task within a group project
- develop and improve their own learning and performance as critical, reflective and independent learners
- develop and apply decision-making and, where appropriate, problem-solving skills
- extend their planning, research, critical thinking, analysis, synthesis, evaluation and presentation skills
- where appropriate, develop confidence in applying new technologies in their studies
- develop and apply skills creatively, demonstrating initiative and enterprise
- use their learning experiences to support their aspirations for higher education and/or career development
- transfer skills developed as part of their project to other areas of study

Choosing an appropriate project

The projects may be linked to work carried out in other qualifications (eg extending their understanding of a particular topic). However, learners may not simply resubmit work that has been or will be submitted for another qualification.

For some projects, learners may need to work in a group. In these cases each learner must have a clearly distinguished role and produce their own individual evidence for the entire project which can be assessed independently of others' contributions.

Project types

The following are examples of project types for each unit:

- **Unit 1: Dissertation** – a theoretical written project on any topic presenting an argument, eg research into a biological, historical or environmental issue
- **Unit 2: Investigation/Field Study** – a practical investigatory project involving the collection of data, eg a scientific investigation, a geographical study of erosion, a biological study of pollution, a statistical survey
- **Unit 3: Performance** – development of practical skills resulting in a performance, eg performing music, drama, sport
- **Unit 4: Artefact** – for example, making a painting or sculpture, designing a piece of furniture or a garment, creating a website, solving an engineering/construction problem, producing a piece of graphic design.

Assessment

This qualification is assessed by the tutor-assessor. Where marking for this specification is carried out by more than one marker in the centre, there must be a process of internal standardisation in order to ensure that there is consistent application of the criteria laid down in the marking grids.

Marks awarded by the centre will be subject to Pearson's quality assurance processes. This is to ensure consistency with national standards. A sample of projects will be examined and marks will be adjusted where they are found to vary from the national standard.

In order to pass the qualification, the learner is required to present evidence for assessment that demonstrates what they are able to do. Evidence will be graded A*–E. Evidence that is insufficient to lead to the award of a certificate is recorded as Unclassified.

Grade descriptors can be found in *Annexe F*.

Assessment objectives and weightings

There are four assessment objectives for the Pearson Edexcel Level 3 Extended Project. These detail the knowledge, skills and understanding that the learner is required to demonstrate in each unit. They are as detailed below, along with the approximate weighting that they are given in each unit.

Assessment objective	Marks available	Weighting
AO1 Manage Identify, design, plan and carry out a project, applying a range of skills, strategies and methods to achieve objectives.	**9**	**17%**
AO2 Use resources Research, critically select, organise and use information, and select and use a range of resources. Analyse data, apply relevantly and demonstrate understanding of any links, connections and complexities of the topic.	**12**	**22%**
AO3 Develop and realise Select and use a range of skills, including, where appropriate, new technologies and problem solving, to take decisions critically and achieve planned outcomes.	**24**	**44%**
AO4 Review Evaluate all aspects of the extended project, including outcomes in relation to stated objectives and own learning and performance. Select and use a range of communication skills and media to present evidenced project outcomes and conclusions in an appropriate format.	**9**	**17%**
Total	**54**	**100%**

Using the marking grid

There is one marking grid for each unit. The marking grids are comparable and contain the same distribution of marks for each unit.

Learners can perform at different levels across the assessment objectives. Within each assessment objective, it is a general principle that shortcomings in some aspects of the assessment requirements may be balanced by better performance in others. It is possible to 'mix and match' mark bands, so for example a learner may be performing at mark band 1 for AO1, mark band 2 for AO3 and AO4 and at mark band 3 for AO2.

Tutor-assessors should select appropriate bands not on the basis of a 'tick list' but rather in terms of 'best fit'. Assessors should adopt a holistic approach and apply their professional judgement; any weaker performance in some aspects should be balanced by stronger performance in others. This means that within each assessment objective, some learners may exhibit characteristics from more than one band. Further information is given at the end of each unit, immediately after the marking grids.

This should be done separately for each assessment objective: for example, a learner may be judged to be in mark band 1 for learning outcome 1, mark band 2 for learning outcomes 2 and 4, and mark band 3 for learning outcome 3.

Learning outcomes 1 and 4

First the appropriate mark band should be selected, as described above.

The mark band descriptors describe the mid-point of the band. Work that overall fits the description (allowing for a balancing of stronger and weaker performance) should therefore be awarded a mark of 2 (if in band 1), 5 (if in band 2) or 8 (if in band 3).

If overall performance goes beyond what is described in a few respects, then a higher mark of 3 (band 1), 6 (band 2) or 9 (band 3) should be awarded. If overall performance falls short in a few respects, then the lower mark of 1 (band 1), 4 (band 2) or 7 (band 3) should be given.

If the work has been placed in mark band 1 or 2 and performance goes beyond what is described in *most* respects, then the tutor-assessor should go back to step 1 and consider whether the work should in fact be placed in the next band above. Conversely, if the work has been placed in mark band 2 or 3 and performance falls short in most respects, then the tutor-assessor should go back to step 1 and consider whether the work should in fact be placed in the next band below.

If the work falls short of mark band 1 in all respects, then no mark should be awarded.

Learning outcome 4 consists of two distinct activities: the evaluation and the presentation. It is quite possible that learners will perform to different levels in the two activities; tutor-assessors should consider each to be of equal significance when deciding on the best fit within the mark bands. If, for example, the evaluation is worthy of band 2, but the presentation fits best in band 3, then the most appropriate mark would either be at the top of band 2 or the bottom of band 3; the choice of band and final mark will depend on the relative strengths and weaknesses in each activity.

Learning outcome 2

First the appropriate mark band should be selected, as described above.

There is then a choice of four marks. Work that overall fits the description (allowing for a balancing of stronger and weaker performance) should therefore be awarded a mark of 2 or 3 (if in band 1), 6 or 7 (if in band 2) or 10 or 11 (if in band 3).

If overall performance goes beyond what is described in a few respects, then a higher mark of 4 (band 1), 8 (band 2) or 12 (band 3) should be awarded. If overall performance falls short in a few respects, then the lower mark of 1 (band 1), 5 (band 2) or 9 (band 3) should be given.

If the work has been placed in mark band 1 or 2 and performance goes beyond what is described in *most* respects, then the tutor-assessor should go back to step 1 and consider whether the work should in fact be placed in the next band above. Conversely, if the work has been placed in mark band 2 or 3 and performance falls short in most respects, then the tutor-assessor should go back to step 1 and consider whether the work should in fact be placed in the next band below.

If the work falls short of mark band 1 in all respects, then no mark should be awarded.

Learning outcome 3

First the appropriate mark band should be selected, as described above.

There is then a choice of eight marks. This choice should be narrowed down as follows.

Work that overall fits the description (allowing for a balancing of stronger and weaker performance) should be placed in the mid-range of marks: 4 or 5 (band 1), 12 or 13 (band 2), 20 or 21 (band 3).

If overall performance goes beyond what is described in a few respects, then higher marks of 6, 7 or 8 (band 1), 14, 15 or 16 (band 2) or 22, 23 or 24 (band 3) should be awarded, with stronger work tending towards the upper part of the range, and weaker work tending towards the lower.

If overall performance falls short in a few respects, then lower marks of 1, 2 or 3 (band 1), 9, 10 or 11 (band 2) or 17, 18 or 19 (band 3) should be given, with stronger work tending towards the upper part of the range, and weaker work tending towards the lower.

If the work has been placed in mark band 1 or 2 and performance goes beyond what is described in *most* respects, then the tutor-assessor should go back to step 1 and consider whether the work should in fact be placed in the next band above. Conversely, if the work has been placed in mark band 2 or 3 and performance falls short in most respects, then the tutor-assessor should go back to step 1 and consider whether the work should in fact be placed in the next band below.

If the work falls short of mark band 1 in all respects, then no mark should be awarded.

The presentation

Upon completion of the project, the learner should prepare and deliver a presentation for an audience which may, but does not need to, contain a subject specialist. As a minimum, the audience should consist of the tutor-assessor who has supported the learner throughout the project. The tutor-assessor, in consultation with the learner, should decide whether to expand the audience to include other people, if appropriate and it is practical to do so. The audience could include other tutors, members of the community, representatives from employment sectors and other learners.

The presentation should be a succinct summary of the main features and an evaluation of the project. Learners should be prepared to answer questions from the audience after the presentation.

The presentation may be produced and/or delivered by any means suitable. It is anticipated that a traditional face-to-face oral presentation (including the question and answer session) will need to last no more than about 10 minutes. However, there is no time limit and longer presentations are permissible. The learner may choose to use presentational aids, such as PowerPoint slides, OHTs, wall displays and printed handouts. They may also use notes or prompt cards to help them.

Learners may choose a different method of presenting, such as by video, DVD or PowerPoint presentation. But they must still be ready to answer questions afterwards in a face-to-face session witnessed by the tutor-assessor.

Examples of some acceptable approaches towards the presentation that could be used are as follows:

- Learners take it in turns to give a traditional oral presentation to the tutor-assessor with or without other people present.
- Learners produce videos of themselves talking about the project. The tutor-assessor (as audience) takes them away and watches them at a convenient time. Later the tutor-assessor and learners meet up to give the tutor-assessor a chance to ask follow-up questions.
- Several learners put up displays in a school hall simultaneously — the audience consists of other learners and the tutor-assessor, who walk round and look at the displays, with the learner on hand to explain what the project is about and answer questions.
- Learners produce PowerPoint presentations, which are placed on the centre's intranet. For a one-week period these can be accessed by other learners and tutor-assessors, who act as the audience. Later the audience and learner meet face-to-face for follow up questions.

Example questions that could be asked by the audience are:

- Which of the resources used proved to be the most useful to you and why?

- Looking back at your project, is there anything you would have done differently? If so, why?
- Did you anticipate any particular difficulties when approaching this topic and how did you/would you have dealt with them?
- What areas of your topic do you think provide opportunities for further exploration and why?

Assessing the presentation

The presentation will be assessed as part of AO4. The tutor-assessor who has been supporting the learner should assess the presentation.

Learners will need to have the opportunity to prepare for their presentations and it may be helpful for them to conduct a rehearsal of their presentation. Feedback on this may be given with a view to helping learners improve their performance. However, learners should only give their presentation for assessment purposes **once**.

Evidence for assessment

Learners may produce any type of evidence appropriate to the topic and in any appropriate format, such as written text, notes, journals, slides, audio or video files of performances and activities, photographs or artefacts. The evidence requirements are included within the relevant unit content.

This is what must be submitted for assessment:

- the project proposal form (learning outcome 1)
- the activity log (learning outcome 1)
- records of the research carried out (learning outcome 2)
- the project outcome for *Unit 1: Dissertation* or *Unit 2: Investigation/Field Study* (learning outcome 3)
- appropriate records of the project outcome and supporting evidence created by the learner for *Unit 3: Performance* or *Unit 4: Artefact* (learning outcome 3)
- the evaluation (learning outcome 4)
- evidence of the presentation (learning outcome 4).

It may be convenient to include much or all of this within a single portfolio divided into sections. Depending on the type of project, a single piece of work may include evidence for more than one learning outcome. For example, a written report may integrate the records of research carried out and the project review within the completed project outcome.

The following techniques could be used to record evidence, depending on the type of project.

Observation records

An observation record is used to provide a formal record of an assessor's judgement of learner performance (performances/one off activities). They could also be used if the learner communicates the review orally in learning outcome 4. The record:

- will relate directly to the assessment objective in the marking grid
- may confirm achievement or provide specific feedback of performance for the learner

Observation records should:

- be accompanied by supporting/additional evidence
- record the tutor-assessor's comments
- be included in the learner's portfolio
- be completed by the tutor-assessor who must have direct knowledge of the specification to enable an assessment decision to be made
- be signed and dated by the tutor-assessor and the learner
- also include the learner's comments.

Where visual aids or handouts are used, the observation record should:

- note how effectively these were used to meet the criteria.

Guidance for tutor-assessors and one-to-one support

The Extended Project lends itself to learner-centred delivery, with the tutor-assessor acting as a catalyst and facilitator of the research process. Learners should be assigned to an appropriate tutor-assessor for the duration of the project.

As what is being assessed is the learner's ability to plan, manage, carry out and review a project, it is not essential for the tutor-assessor to be a specialist in the chosen subject area. However, as part of their project, learners should have the opportunity to seek advice or guidance from a specialist or expert in their project area. The learner should be able to choose when this is sought. For example, it could form part of their research when selecting a topic, and can include any comments in their evaluation.

Evidence that this has been taken place could be in the form of a witness statement.

The role of the tutor-assessor

All learners should have initial guidance in planning their work and regular monitoring meetings. However, when reviewing drafts of learners' work, tutor-assessors should ensure they use their professional judgement and do not give excessive guidance.

The tutor-assessor should explain the parameters of the project and give the learners time to identify a suitable topic. The learner should meet individually with their tutor-assessor to discuss the suitability of their proposed project. Once the tutor-assessor is in agreement, the project proposal form (*Annexe B*) should be completed by the learner, signed by the tutor-assessor and the proposal checker (see below) and given back to the learner to enable work to begin on the project.

The tutor-assessor should not sign off the project proposal form if there is not enough information to allow the learner to begin work on the project. If required, the tutor-assessor should be prepared to intervene and guide them to ensure that the form is completed with sufficient information; that is, at least some relevant information in each of the relevant sections.

The tutor-assessor should meet regularly with the learner to monitor the project and ensure it is progressing in an appropriate direction and at a pace which will enable the learner to meet the assessment requirements. Interim reviews should be held as necessary and documented.

Learners will perform best if some time is allocated within the normal centre timetable for working on the project.

The tutor-assessor must be able to authenticate the work as the learner's own, which can be done by regular monitoring of progress and conducting interim reviews.

If the learner's project involves the use of a laboratory, studio, workshop, mechanical equipment or other machinery and equipment, they would need to be supervised by a qualified person.

Checking the project proposal

All project proposals must be checked by another member of staff (the 'proposal checker'), **before** learners carry out any further work. The proposal checker does not need subject knowledge of the project.

For all learners, the proposal checker must also confirm that the project is suitable in terms of the time and resources available, and that it gives enough scope for the learner to meet all of the assessment objectives.

The proposal checker should sign the project proposal form so that there is a record of this activity. If action is required, the learner and tutor-assessor should complete this and return it to the proposal checker for sign off.

Centres may decide to use one person as the proposal checker of all of the project proposals or they may choose a different arrangement, eg pairing tutor-assessors to check each other's project proposals.

Milestones and interim feedback

The purpose of milestones is to monitor the progress of the project and to maintain momentum, making it more likely that the project will succeed. Each milestone should be a clear, achievable activity that the learner aims to achieve by a particular time.

Learners should agree two milestones with their tutor-assessor. Examples of milestones include:

- producing a first draft of findings
- completing all primary research
- learning a piece of music
- production of a scale model.

At each milestone, the tutor-assessor liaises with the learner to check whether it has been achieved. They may need to redirect the learner if necessary.

Authentication of a project

Centres are to provide confirmation of the authenticity of a project. Each learner must sign a declaration on the Candidate Record Sheet (please refer to the Pearson website for copies).

If no confirmation has been provided, the learner will be marked as absent for the project.

Helping learners to use resources correctly and avoid plagiarism

It is important that learners are made aware of the issue of plagiarism. Learners are required to sign a declaration stating that the work they are submitting is their own. Project reports must not contain material which has been taken, without acknowledgement, from websites, textbooks or any other sources. Learners should be made aware of the serious consequences of submitting work as their own that has been plagiarised from other sources. Each case of malpractice will be considered and judged on an individual basis in the light of all information available. The outcome will be commensurate with the gravity of the malpractice as determined by the awarding body. Pearson may withhold certification in cases of plagiarism.

Learners should be taught how to make proper use of published material in support of their arguments. It is expected that all use of source materials be properly referenced and that transcribed material from books or web sites is only used in the form of explicit quotations.

For up to date advice on malpractice and plagiarism refer to the Joint Council for Qualifications website at www.jcq.org.uk.

Submission and assessment procedures

For information on assessment procedures and how to submit marks and grades, refer to the Pearson *Information Manual* which is made available to all examinations officers and is available on our website: qualifications.pearson.com.

Additional information

Language of assessment

Assessment of this specification will be available in English only. Assessment materials will be published in English only and all work submitted for assessment must be produced in English.

Learner recruitment

Pearson's access policy concerning recruitment to our qualifications is that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all learners.

Access arrangements and special requirements

Pearson's policy on access arrangements and special considerations aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Disability Discrimination Act 1995 and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Please see the Pearson website (qualifications.pearson.com/en/support/support-topics/exams/special-requirements/access-arrangements.html) for details on:

- the JCQ policy *Access Arrangements and Special Considerations, Regulations and Guidance Relating to Learners who are Eligible for Adjustments in Examinations*
- the forms to submit for requests for access arrangements and special considerations
- dates for submission of the forms.

Security and backups

It is the centre's responsibility to keep the work that students have submitted for assessment secure.

Secure storage is defined as securely-locked cabinet or cupboard. In cases where prototypes are produced, secure storage could be defined as a classroom studio that is locked or supervised from the end of one session to the start of the next.'

The rules on storage also apply to electronic data. For example, centres should collect memory sticks for secure storage between sessions or restrict student access to specific areas of the centre's IT network.

For materials stored electronically, centres are strongly advised to use firewall protection and virus-checking software, and to employ an effective backup strategy, so that an up-to-date archive of students' evidence is maintained.

Malpractice

Candidate malpractice

Candidate malpractice refers to any act by a candidate that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Candidate malpractice in controlled assessments discovered before the candidate has signed the declaration of authentication form does not need to be reported to Pearson.

Candidate malpractice found in controlled assessments after the declaration of authenticity has been signed, and in examinations **must** be reported to Pearson on a *JCQ Form M1* (available at www.jcq.org.uk/exams-office/malpractice). The form should be emailed to candidatemalpractice@pearson.com. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report candidate malpractice constitutes staff or centre malpractice.

Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration **must** be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ Form M2(a)* (available at www.jcq.org.uk/exams-office/malpractice). The form, supporting documentation and as much information as possible should be emailed to candidatemalpractice@pearson.com. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More detailed guidance on malpractice can be found in the latest version of the document *General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments Policies and Procedures,* available at www.jcq.org.uk/exams-office/malpractice.

Malpractice, sanctions and appeals

In accordance with the JCQ Malpractice Policies and Procedures (www.jcq.org.uk/exams-office/malpractice) centres have an obligation to report all instances of alleged, suspected or actual malpractice incidents. Pearson undertakes malpractice investigations in accordance with the same Policies and Procedures. Where malpractice is proven we may impose sanctions or penalties.

Where learner malpractice is evidenced, the following penalties can be imposed:

- written warning
- mark reduction for sections/units/components
- disqualification from the unit/the qualification/all qualifications with Pearson
- being barred from registration for Pearson qualifications for a period of time.

Where malpractice by centres or their staff is evidenced, sanctions such as the following can be imposed:

- written warning
- working with you to create an improvement action plan
- requiring staff members to receive further training
- imposing special conditions upon centre staff or centres
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- placing temporary suspensions on your ability to certificate
- placing temporary suspensions on your ability to register learners

The centre will be notified if any of these apply.

Head of centre and centre staff who are subject to malpractice sanctions have the right to appeal. Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from Heads of Centres (on behalf of learners and/or members of staff) and from individual centre staff members (in respect of a decision taken against them personally). Further information on appeals can be found in the JCQ Appeals Booklet. This booklet also contains information on appeals against reasonable adjustments and reviews of marking/moderation.

Use of AI and referencing

Following the 2023 publication by JCQ of two guidance documents relevant to this qualification, centres are advised to support candidates with referencing and recording of any use of AI in relation to the candidates assessed work, in order to meet the requirements set out in the documents below:

AI Use in Assessments: Protecting the Integrity of Qualifications

Information for candidates Coursework assessments

For qualification specific support relating to AI use and referencing, centres are recommended to contact a qualification subject advisor.

List of annexes

Annexe A: Codes	25
Annexe B: Project Proposal Form	*See specific unit document*
Annexe C: Activity Log	*See specific unit document*
Annexe D: Candidate Record Sheet	*See specific unit document*
Annexe E: Summary of processes	26
Annexe F: Grade descriptions	28

Annexe A: Codes

Regulated Qualifications Framework (RQF) codes

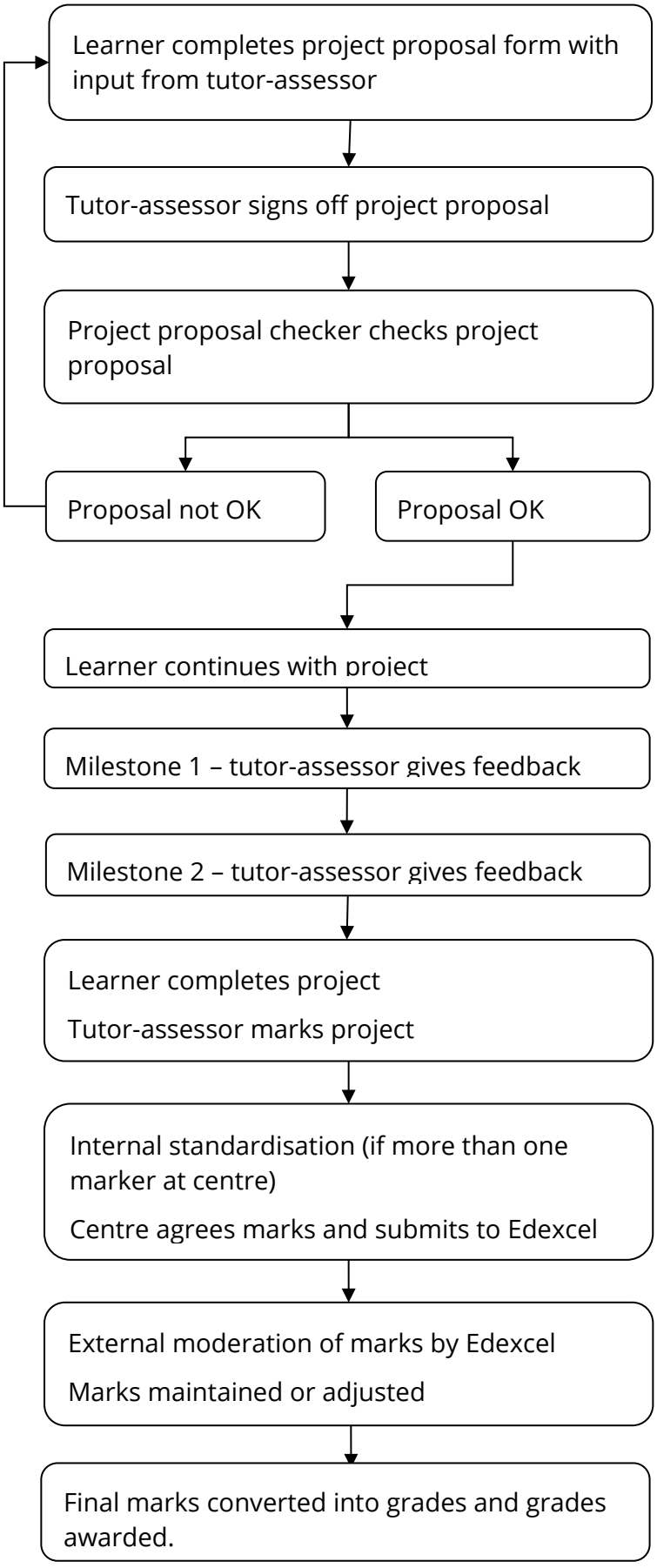
Each qualification title is allocated an Ofqual Regulated Qualifications Framework (RQF) code.

The RQF code is known as a Qualification Number (QN). This is the code that features in the DfE Section 96 and on the LARA as being eligible for 16–18 and 19+ funding, and is to be used for all qualification funding purposes. The QN will appear on students' final certification documentation.

The QN for this qualification is:

500/2372/X Pearson Edexcel Level 3 Extended Project

Annexe E: Summary of processes



Annexe F: Grade descriptions

Grade A*

Candidates identify their project and produce an effective design and thorough plan. They carry out their project in a highly organised fashion, showing excellent independent working skills and show clear evidence of responding very effectively to guidance given. They use a wide range of resources critically, analyse data effectively and apply findings to good effect. They show clear links between sources of information and the themes of their project and fully explore the complexities of the topic. Problems and/or issues are identified, fully explored and addressed. Candidates select and use a range of skills, including ,where appropriate, new technologies to fully realise the intended outcomes of the projects and draw conclusions. Candidates carry out full, in-depth evaluations, showing a high level of insight into how they conducted their project and the limitations of the resources at their disposal. They select and use a range of communication skills to clearly present outcomes and conclusions in an appropriate format with excellent supporting evidence. Candidates show a deep and extensive knowledge of the project area of study through their responses to questions.

Grade C

Candidates identify and design their project. They produce a plan that enables them to achieve the overall objectives and to demonstrate some higher level organisational skills. They are able to work independently in carrying out the project and respond to guidance given. Candidates use a range of resources, analyse data and apply findings. They show links between sources of information and the themes of the project and explore some complexities of the topic. Some problems and/or issues are identified and addressed. A range of skills are employed and the intended outcomes are generally achieved to a competent standard. In their evaluations, candidates reflect effectively on the final outcome and on their strengths and weaknesses in carrying out their projects. They use a range of communication skills to clearly present outcomes and conclusions in an appropriate format with sound supporting evidence. Candidates show a good knowledge of the project area of study through their responses to questions.

Grade E

Candidates identify their project and produce a workable plan. They show some organisational skills in completing the project. There is some evidence that they have responded to guidance given. Candidates use a limited range of resources, analyse some of the data and apply findings. Some links are made between the sources of information and the themes of the project. Candidates use a range of skills to partially realise the intended outcomes. They give some thought to the way the final outcomes have emerged and to their own strengths and weaknesses in carrying out their project. Communication skills are used to present their outcomes and conclusions with some supporting evidence. Candidates demonstrate some knowledge of the project area through their responses to questions.

DB091123 9781446961865_L3 EXTPROJ_SPEC_ISS4.DOCX.1-34/0

November 2023

For information about Pearson Qualifications, including Pearson Edexcel, BTEC and LCCI qualifications visit qualifications.pearson.com

Edexcel and BTEC are registered trademarks of Pearson Education Limited

Pearson Education Limited. Registered in England and Wales No. 872828
Registered Office: 80 Strand, London WC2R 0RL.

VAT Reg No GB 278 537121